

# Highly Qualified Teachers, Paraprofessionals & ESEA Funds

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# ESEA Highly Qualified Staffing Requirements:

- **Title I Targeted Assistance Program and Title I Schoolwide**
  - Highly Qualified Teachers
  - Highly Qualified Paraprofessionals
- **Title II**
  - Highly Qualified Teachers
    - for the purpose of reducing class size

# Highly Qualified (HQ) Teachers

## SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

### (a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall **ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.**

*No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)*

# Highly Qualified Teachers in All Core Areas:

- English
- Reading & Language Arts
- Mathematics
- Science
- World Languages
- Civics & Government
- Economics
- Arts (music, dance, theatre and art)
- History
- Geography
- All Elementary & Special Education

# Determination of HQ requirements:

- Teacher holds the license for the subject(s) **OR**
- Individual meets all three of the following criteria while holding an emergency license or permit in the subject(s):
  - Has a major or minor in the subject or has passed the appropriate WI content exam
  - Is enrolled in the appropriate licensure program that will be completed in three years or less
  - Is receiving high quality professional development, supervision and mentoring from the district

# Meeting Criteria #1 when there is no major, minor or Praxis test:

Educators on emergency license in the following areas will meet Criteria #1 if they hold the prerequisite license listed:

Emergency license or permit requested in:	Regular license that will meet criteria #1
Reading, special education or bilingual education.	Elementary education
Extension of the grade/developmental level of an existing license.	The existing license
A related area to an existing license (e.g. general music when holds choral or cognitive disabilities when holds learning disabilities).	Holding a license in one of the areas of music or one of the disabilities of special education.

# Emergency License/Permit p. 2b

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## III. SCHOOL DISTRICT REQUEST AND JUSTIFICATION FOR EMERGENCY LICENSE OR PERMIT

CESA No.	LEA No.	Requesting School District		Phone Area/No.
School District Mailing Address <i>Street or PO Box</i>			City	ZIP Code
School No.	School Name <i>Location of assignment</i>		Charter School? <input type="checkbox"/> Yes <input type="checkbox"/> No <div style="display: inline-block; vertical-align: top; margin-left: 10px;"> <i>If Yes, check box if Virtual Charter</i>  <input type="checkbox"/> </div>	School-wide Title I Building? <input type="checkbox"/> Yes <input type="checkbox"/> No
Wisconsin License(s) Requested			Dev. Level/Grade(s)	Targeted Title I Assignment? <input type="checkbox"/> Yes <input type="checkbox"/> No
			Core Academic Subject(s) * <input type="checkbox"/> Yes** <input type="checkbox"/> No	Title II-A Funded Position? <input type="checkbox"/> Yes <input type="checkbox"/> No
Percentage of School Day Teaching in Emergency Assignment(s) <input type="checkbox"/> Full-time (teaching emergency subject(s) for the full school day) <input type="checkbox"/> Part-time (teaching emergency subject(s) for part of school day) <i>Specify percentage of day teaching emergency subjects: _____%</i>			Is the request for a Long-term Substitute Emergency License/Permit? <input type="checkbox"/> Yes <i>Assignment begin and end date must be provided</i> <input type="checkbox"/> No	
Assignment Begin Date <i>Mo./Day/Yr.</i>			Emergency request for this person in this assignment(s) is a: <input type="checkbox"/> First Time Request <input type="checkbox"/> Renewal Request <i>Must complete part IV.</i>	
Assignment End Date <i>Mo./Day/Yr.</i>		Employee Name <i>First, Middle, Last</i>		SSN or DPI Educator File No.

\* **Core academic subjects** defined under NCLB are English, reading or language arts, math, science, foreign languages, civics and government, economics, arts (all music licenses, art, theatre, dance), history and geography. Wisconsin includes elementary education, special education, ESL and alternative education as core academic subjects.

\*\* NCLB requires that all teachers of core academic subjects must be "highly qualified." As defined by NCLB, a teacher on an emergency license or permit in a core subject(s) is considered highly qualified **ONLY IF**:

- ☐ Yes ☐ No 1. The educator has demonstrated content knowledge in the core subject(s) in which s/he will be teaching through either  
☐ a major, ☐ a minor, or ☐ successful completion of Wisconsin's Praxis II content test(s); **Attach documentation.**
- ☐ Yes ☐ No 2. The educator is enrolled in an approved educator preparation program that will be completed in three years;  
 Name of Institution or Alternative Route to Licensure Program: \_\_\_\_\_  
 Resulting Licensure: \_\_\_\_\_ Anticipated Completion Date: *Mo./Yr.* \_\_\_\_\_
- ☐ Yes ☐ No 3. The district provides high quality professional development before and while teaching and intensive supervision or mentoring while teaching.

**Fully explain and justify the need for the request.** Your justification is a determining factor in the issuance or denial of the request. *Attach additional 8 1/2 x 11 sheet if necessary.*

**I ACKNOWLEDGE** that the information above, the justification given, and the answers to the NCLB "highly qualified" questions (if applicable) are true.

Name of School District Administrator or designee <i>Type/Print clearly</i>	Title
Signature of School District Administrator or designee	Date Signed <i>Mo./Day/Yr.</i>

## IV. INSTITUTIONAL VERIFICATION

**I, THE CERTIFYING OFFICER, CONFIRM** that the applicant is enrolled in this institution's (or alternative route to licensure program's) state-approved educator preparation program which is designed to be completed by \_\_\_\_\_ (*Mo./Yr.*) and within the last year the applicant has completed at least six credits or the equivalent toward full licensure in: \_\_\_\_\_ (*program*).

Signature of Certifying Officer	Date Signed <i>Mo./Day/Yr.</i>	Name of Institution/Approved Program Provider
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# Comprehension Check #1

- Which teachers are most likely to be highly qualified to teach Title I reading?
  - a) Individual holding EC-MC regular education license and an emergency reading license
  - b) Individual holding an EC-A art license and an emergency reading license
  - c) Individual holding a reading specialist license
  - d) Individual holding an EA-A English license



# Comprehension Check #2

Which teacher is highly qualified to teach elementary math with their current license? How can the other individual become highly qualified to teach elementary math?

- a) Individual with a MC-EA regular education license
- b) Individual with a major in math, but no teaching license

# Comprehension Check #3

Which license satisfies the content knowledge requirement for reading? (*Criteria #1 on EL application*)

- a) EA-A English license
- b) EA-A Language Arts license
- c) EC-A English as a Second Language
- d) MC-EA regular education license

# Ensuring Highly Qualified Teachers

All public school districts, including charter schools, CESAs, tribal schools and state schools are required to report to DPI:

1. Teachers of core academic subjects who are **not** highly qualified for their assignment, and
2. The **support that is provided** for these teachers to become highly qualified

# Reporting Requirements:

- School districts must annually report the number of non-highly qualified teachers to DPI
- DPI must annually report this information to the USDE
- The USDE must annually publish this information for the public

# Highly Qualified Teacher Plan:

- By November 15 of each school year, must submit the PI-9550-IIC
- By June 1 of each school year, must submit the PI-9550-IIC<sub>3</sub>



*Collection of this information is a requirement of the No Child Left Behind Act of 2001.*

*For questions regarding this collection, contact Eyvonne Crawford-Gray at (608) 266-3155.*

**INSTRUCTIONS:** Complete two copies. Retain one copy in the district. Return by fax, e-mail, or mail by November 15, to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
TEACHER EDUC., PROFESSIONAL DEVELOPMENT AND LICENSING  
ATTN: EYVONNE CRAWFORD-GRAY  
P.O. BOX 7841  
MADISON, WI 53707-7841  
FAX 608-264-9558**

[eyvonne.crawford-gray@dpi.wi.gov](mailto:eyvonne.crawford-gray@dpi.wi.gov)

Form is available at the following website: <http://dpi.wi.gov/tepd/hqwis.html>

I. GENERAL INFORMATION			
School District	LEA Code	Mailing Address <i>Street, City, State, Zip</i>	
Contact Person	Title		Telephone <i>Area/No.</i>
Contact Email			

As a condition for continued funding under the No Child Left Behind Act of 2001 (NCLB), the Act required that all teachers in core academic subjects be highly qualified. Districts that do not meet this requirement for all teachers must document, through this plan, how teachers will become highly qualified.

II. DEFINITIONS	
<b>Highly Qualified Teacher</b> A teacher assigned to teach core academic subjects* is designated as highly qualified in Wisconsin if he/she holds either: 1. A regular (not substitute) Wisconsin license for the core subjects taught or, 2. An emergency license or permit for the core subjects taught with confirmation from the employing district that the teacher: a. Has demonstrated content knowledge in the core subject(s) in which he/she is teaching through either a major, a minor, or completion of Wisconsin's Praxis II content test(s); b. Is enrolled in an approved program that will be completed in three years; and, c. Is provided by the district quality professional development before and while teaching and intensive supervision or mentoring while teaching.  <b>*Core Academic Subjects</b> The term core academic subjects means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.	
III. SIGNATURE	

**I CONFIRM** that the information provided on this form is true and accurate. Furthermore, our district has notified any identified educators of their highly qualified status and the steps necessary to become highly qualified and will provide technical assistance and support to the teachers to become highly qualified.

Name of School District Administrator *Type or Print Legibly*

Report Year (*Ex. 2011-12*)

District			VI. TEACHER DATA				Report Year (Ex. 2009-10)
DPI File Number 6-Digits	Name of Teacher Currently Not Highly Qualified One Name per Box Last Name, First Name	School Code	Indicate what Setting/Program the Teacher is Assigned Check all that apply.	Number of Core Academic Subjects for Which NHQ Insert the no. of classes beside all subjects that apply. If teaching multiple subjects, list one per box.		Reason NHQ Check all that apply to the corresponding subject..	Technical Assistance Provided to the Teacher Check all that apply
			<input type="checkbox"/> Regular Education <input type="checkbox"/> Special Education <sup>2</sup> <input type="checkbox"/> Title I School-wide School <sup>1</sup> <input type="checkbox"/> Title I Targeted Assistance <sup>1</sup> <input type="checkbox"/> Charter School <input type="checkbox"/> Alternative Education Program <input type="checkbox"/> Bilingual Education	___ Art ___ Civics/Government ___ Dance ___ Economics ___ Elementary (Self-Contained) ___ English, reading/ language arts	___ Foreign Language/ESL ___ Geography ___ History ___ Math ___ Music ___ Science ___ Theatre	<input type="checkbox"/> Major, minor, or Praxis II for this assignment not completed. <input type="checkbox"/> Not in an approved program leading to the license for this assignment. <input type="checkbox"/> In a program, but will take longer than three school years. To complete. <input type="checkbox"/> District not providing high quality professional development and mentoring.	<input type="checkbox"/> Targeted professional development <input type="checkbox"/> Mentoring <input type="checkbox"/> Release time to complete coursework <input type="checkbox"/> Tutoring <input type="checkbox"/> Tuition reimbursement <input type="checkbox"/> Other <i>Explain</i>
			<input type="checkbox"/> Regular Education <input type="checkbox"/> Special Education <sup>2</sup> <input type="checkbox"/> Title I School-wide School <sup>1</sup> <input type="checkbox"/> Title I Targeted Assistance <sup>1</sup> <input type="checkbox"/> Charter School <input type="checkbox"/> Alternative Education Program <input type="checkbox"/> Bilingual Education	___ Art ___ Civics/Government ___ Dance ___ Economics ___ Elementary (Self-Contained) ___ English, reading/ language arts	___ Foreign Language/ESL ___ Geography ___ History ___ Math ___ Music ___ Science ___ Theatre	<input type="checkbox"/> Major, minor, or Praxis II for this assignment not completed. <input type="checkbox"/> Not in an approved program leading to the license for this assignment. <input type="checkbox"/> In a program, but will take longer than three school years. To complete. <input type="checkbox"/> District not providing high quality professional development and mentoring.	<input type="checkbox"/> Targeted professional development <input type="checkbox"/> Mentoring <input type="checkbox"/> Release time to complete coursework <input type="checkbox"/> Tutoring <input type="checkbox"/> Tuition reimbursement <input type="checkbox"/> Other <i>Explain</i>
			<input type="checkbox"/> Regular Education <input type="checkbox"/> Special Education <sup>2</sup> <input type="checkbox"/> Title I School-wide School <sup>1</sup> <input type="checkbox"/> Title I Targeted Assistance <sup>1</sup> <input type="checkbox"/> Charter School <input type="checkbox"/> Alternative Education Program <input type="checkbox"/> Bilingual Education	___ Art ___ Civics/Government ___ Dance ___ Economics ___ Elementary (Self-Contained) ___ English, reading/ language arts	___ Foreign Language/ESL ___ Geography ___ History ___ Math ___ Music ___ Science ___ Theatre	<input type="checkbox"/> Major, minor, or Praxis II for this assignment not completed. <input type="checkbox"/> Not in an approved program leading to the license for this assignment. <input type="checkbox"/> In a program, but will take longer than three school years. To complete. <input type="checkbox"/> District not providing high quality professional development and mentoring.	<input type="checkbox"/> Targeted professional development <input type="checkbox"/> Mentoring <input type="checkbox"/> Release time to complete coursework <input type="checkbox"/> Tutoring <input type="checkbox"/> Tuition reimbursement <input type="checkbox"/> Other <i>Explain</i>

# Highly Qualified Paraprofessionals

## (c) NEW PARAPROFESSIONALS-

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

(A) completed at least 2 years of study at an institution of higher education;

(B) obtained an associate's (or higher) degree; or

(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) CLARIFICATION- The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

*No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)*



# HQ Paraprofessionals' Assessment

- ACT WorkKeys
  - 4-5 acceptable
  - 6 very good
  - 7 excellent



Measures skills that are valued by employers and critical to job success.

(Applied mathematics, locating information and reading for information)

# District-Created Assessment

School Districts may choose to create their own assessment. This document provides sample test items. The content of the assessment needs to reflect the Common Core State Standards and the skills expected of the students in that school's level (elementary, middle and/or high school).

# Paraprofessional's Job Description

## (g) DUTIES OF PARAPROFESSIONALS-

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED- A paraprofessional described in paragraph (1) may be assigned —

(A) to **provide one-on-one tutoring** for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

(B) to **assist with classroom management**, such as organizing instructional and other materials;

(C) to **provide assistance in a computer laboratory**;

(D) to **conduct parental involvement activities**;

(E) to **provide support in a library or media center**;

(F) to **act as a translator**; or

(G) to **provide instructional services to students** in accordance with paragraph (3).

*No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)*

# Paraprofessional

(3) ADDITIONAL LIMITATIONS- A paraprofessional described in paragraph (1) —

(A) **may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and**

(B) **may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds** under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

*No Child Left Behind Act of 2001 (Elementary and Secondary Education Act)*

# Comprehension Check #4

- Which individuals are highly qualified as a paraprofessional?
  - a) Individual with high school diploma and two years as a full-time student at UW-Whitewater
  - b) Individual with an Associate Degree from UW-Rock County
  - c) Individual who has a score of 4 on Work Keys
  - d) Individual holding a special education aide license

# Funding Is Not Just For Salary & Fringe

(h) USE OF FUNDS- A local educational agency receiving funds under this part may use such funds to support **ongoing training** and **professional development** to assist teachers and paraprofessionals in satisfying the requirements of this section.

**Title I Targeted Assistance:** Math and/or Reading

**Title I Schoolwide:** All Core Areas

**Title II:** Core Areas only

# Comprehension Check #5

Which items are allowable as a budget item under Title I and/or II?

- a) CPR training for building staff
- b) DPI emergency license for a Title I reading teacher
- c) Tuition reimbursement for a reading teacher to complete requirements for reading specialist
- d) Travel reimbursement to WSRA

# School & District Documentation

## (i) VERIFICATION OF COMPLIANCE-

(1) IN GENERAL- In verifying compliance with this section, each local educational agency, at a minimum, **shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.**

(2) AVAILABILITY OF INFORMATION- Copies of attestations under paragraph (1) —

(A) **shall be maintained at each school** operating a program under section 1114 or 1115 and at the main office of the local educational agency; and

(B) **shall be available to any member of the general public** on request.



# ESEA Monitoring

- Title I and II
  - Highly qualified teachers in Title I targeted assistance programs and in Title I schoolwide buildings
  - Highly qualified paraprofessionals in Title I targeted assistance programs and in Title I schoolwide buildings
  - Highly qualified paraprofessionals under the direct supervision of a highly qualified teacher
  - Highly qualified teachers paid by Title II to reduce class size.

# Highly Qualified Resources:

Highly Qualified Teachers:

<http://tepdn.dpi.wi.gov/programs/-highly-qualified-teachers>

Highly Qualified Paraprofessionals:

<http://tepdn.dpi.wi.gov/programs/esea-highly-qualified-paraprofessionals>

Paraprofessional Assessment:

<http://www.act.org/workkeys/assess/>

ESEA Monitoring Document:

<http://esea.dpi.wi.gov/files/esea/pdf/monitoring-guidance.pdf>

# DPI Contacts:

## ***Title II and Highly Qualified Paraprofessionals:***

Abdallah Bendada

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(608) 267-9270

## ***Title II and Highly Qualified Teachers:***

Julie Hagen

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(608) 266 6794

## ***Title I and Highly Qualified Teachers and Paraprofessionals:***

Sharon Suchla

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(608) 266 3983